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AN OUTLINE OF THE HALF-DAY CONFERENCE PRECEDES LETTERS OF APPEAL FROM THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE DIRECTOR OF SPECIAL EDUCATION TO PARTICIPATING HIGH SCHOOL STUDENTS TO CONSIDER A PROFESSIONAL CAREER IN SPECIAL EDUCATION. NUMBERS OF PROFESSIONAL PERSONNEL NEEDED IN INDIANA ARE GIVEN. INFORMATION OF PUPIL CHARACTERISTICS AND TEACHER REQUIREMENTS ARE GIVEN FOR THE MENTALLY HANDICAPPED, PHYSICALLY HANDICAPPED, AURALLY HANDICAPPED, VISUALLY HANDICAPPED, SPEECH AND HEARING IMPAIRED, AND EMOTIONALLY DISTURBED. INFORMATION ON SCHOOL PSYCHOLOGY, OCCUPATIONAL THERAPY, AND PHYSICAL THERAPY IS INCLUDED. (JA)

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THE INDIANA DEPARTMENT OF PUBLIC INSTRUCTION
THE DIVISIONS OF SPECIAL EDUCATION
AND
PUPIL PERSONNEL AND GUIDANCE
IN COOPERATION WITH
THE INDIANA SOCIETIES FOR CRIPPLED CHILDREN AND ADULTS, INC.

PRESENT

THE SECOND ANNUAL HIGH SCHOOL CONFERENCE ON CAREERS IN SPECIAL EDUCATION AND REHABILITATION

NORTH CENTRAL HIGH SCHOOL
1801 EAST 86TH STREET
INDIANAPOLIS, INDIANA

FRIDAY, SEPTEMBER 30, 1966
12:30 to 3:30 p.m.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE SECOND ANNUAL HIGH SCHOOL CONFERENCE ON CAREERS IN SPECIAL EDUCATION AND REHABILITATION

P R O G R A M

12:30	Visit Special Education and Rehabilitation Exhibits and discuss the opportunities in these fields with specialists
1:00	Welcome and Introductions -- Master of Ceremonies, Jayne Shover, Associate Director, National Society for Crippled Children and Adults
1:15	Demonstration on Teaching the Deaf (Indiana School for the Deaf)
1:25	Demonstration on Teaching the Mentally Retarded (Indianapolis Public Schools)
1:35	Demonstration of Speech and Hearing Therapy (Indianapolis Speech and Hearing Center)
1:45	Demonstration of Occupational Therapy (Crossroads Rehabilitation Center)
1:55	Film Presentation on Teaching the Trainable Mentally Retarded (Noble School)
2:05	Demonstration on Teaching the Blind (Indiana School for the Blind)
2:15	Demonstration of Physical Therapy (Crossroads Rehabilitation Center)
2:25	Remarks and Introduction of Speaker -- William E. Wilson, State Superintendent of Public Instruction
2:35	Keynote Address -- Honorable Birch Bayh, United States Senator
3:00	Special Guest -- Glenn Cunningham, "The Man With 8,000 Miracles"
3:20	Final Visits to Exhibits and Talks with Specialists

AGENCIES EXHIBITING

Noble School
Indiana School for the Blind
Indiana School for the Deaf
Indiana Health Careers, Inc.
United Cerebral Palsy of Indiana
Vocational Rehabilitation Division
Indiana Society for the Prevention of Blindness
Crossroads Rehabilitation Center
Indianapolis Speech & Hearing Center
Indianapolis Public Schools

STATE of INDIANA

INDIANAPOLIS

WILLIAM E. WILSON SUPERINTENDENT
DEPARTMENT OF PUBLIC INSTRUCTION
227 STATE HOUSE 633-6610
Zip Code 46204

September 30, 1966

Dear Student:

I take great pleasure in welcoming you to the Second Annual High School Conference on Careers in Special Education and Rehabilitation.

This Conference has been planned especially for each of you, with hopes that in some way we may encourage you to give serious consideration to the possibilities of a professional career in the field of special education.

You are the future hope of our handicapped children. Without well trained, dedicated special education teachers, therapists, counselors and administrators, thousands upon thousands of exceptional children will never have the opportunity to prove themselves as worthy members of our communities.

Within the next year or two, you will be deciding on the profession which you will train for and enter, perhaps for the rest of your life. Each of you will someday soon be fulfilling your responsibilities to yourselves, your families and your society by engaging in a gainful occupation; each contributing in many ways to the betterment of our world.

Best wishes for success in the coming year and in all your future endeavors.

Sincerely yours,

W. E. Wilson

WILLIAM E. WILSON
State Superintendent
of Public Instruction

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A MESSAGE FROM THE STATE DIRECTOR OF SPECIAL EDUCATION

There perhaps can be no greater reward in life than the pleasure it is possible to receive as an influence for good as a teacher. There are special rewards possible to those who teach handicapped or other exceptional children because the challenges are greater and the obstacles higher. The achievement of goals are made much more the richer because of them.

If you should decide to become a teacher, I hope you will give strong consideration of the varied possibilities open to you in the area of working with exceptional children and adults, Special Education.

Leslie Brinegar, Director
Division of Special Education

FOR YOUR GENERAL INFORMATION:

Special Education is education for children whose needs cannot be met in the regular classroom because they differ from average children either physically, mentally, socially, or emotionally.

In the State of Indiana there are approximately 100,000 children who are in need of special educational arrangements if they are to receive an adequate education. At the present time, only about 25% of these children are enrolled in special programs.

One of the major reasons for the existence of this situation has been the shortage of trained personnel in the area. It is estimated that the following numbers of additional special education teachers would be needed to meet the needs of the exceptional children of the State of Indiana:

Physically Handicapped..42
Visually Handicapped....79
Deaf & Hard of Hearing..260
Emotionally Disturbed...2200
Speech and Hearing.....200
Educable Mentally Retarded....1310
Trainable Mentally Retarded...374

In 1965-66 only 1,040 special teachers and therapists were teaching in the public schools of Indiana. Several factors are responsible for this shortage, but primary among them is the fact that high school students have little or no opportunity to know what Special Education is or to learn about the job possibilities which exist within the field. The purpose of this conference is to provide an opportunity for high school students and their teachers to gain first-hand information about special education, the various opportunities for careers in this field and further sources of information.

CAREERS
IN
SPECIAL EDUCATION

WHAT IS SPECIAL EDUCATION

Special education is one of the newest, most interesting, most rapidly growing and challenging areas in the field of education today. It is the name given to the educational program provided for exceptional children -- children who are physically, mentally, socially, or emotionally handicapped to such an extent that they cannot receive an adequate education in the regular classroom. The following types of pupils may be in need of special education:

The Crippled Child
The Visually Handicapped Child -- Partially Seeing or Blind
The Hearing Handicapped Child -- Hard of Hearing or Deaf
The Speech Handicapped Child
The Mentally Retarded Child -- Educable or Trainable
The Socially or Emotionally Maladjusted Child
The Intellectually Gifted Child
The Multiple Handicapped Child

One of the fascinating features of Special Education is that it is the meeting point for several different professions -- education, psychology, medicine, various types of therapy, and others.

Your future in working with exceptional children could lead you into one or more of the following positions:

Special education teacher
Speech and hearing therapist
Occupational therapist or physical therapist
Social worker
School psychologist
Director or Supervisor
College Instructor
Researcher

WHAT ARE SPECIAL CLASSES

Special classes are organized for several different types of exceptional children. These classes are smaller than regular classes, often have a wider age range, and the instruction is on an individual or small group basis. The actual curriculum will vary with the type of class, but with the exception of the trainable mentally retarded, it will emphasize academic subjects adjusted to the needs, abilities and handicaps of the children.

For example:

Classes for the Blind or Partially Seeing--Either braille or large print books, as well as other special equipment, are used for children with visual handicaps.

Classes for the Physically Handicapped--A knowledge of the child's physical disability and its educational restrictions is required in building this curriculum.

Classes for the Mentally Retarded--The curriculum must be adjusted to the learning rate of the children.

Classes for the Deaf and Hard of Hearing--Emphasis is upon the development of communication as well as upon subject matter.

Classes for the Gifted--A broadened and enriched curriculum for the child of superior mental ability is emphasized.

Classes for the Socially and Emotionally Maladjusted--The aim is improved emotional stability as well as increased learning.

If you are interested in knowing more
about each area of exceptionality,
read on...

the

mentally retarded

It has been estimated that about 3 of every 100 children of school age are children with impaired or incomplete mental development--mentally retarded. These are children who cannot learn as well as or as much as other children. A few of these children are so retarded that they require institutionalization in one of Indiana's residential schools, but the majority of the mentally retarded can profit from school experience. However, if they are to gain the most from school attendance, they require special education classes taught by trained teachers with special understandings of retarded children and their unique needs.

The word "special" is applicable in many ways to teaching the mentally retarded. While much of the regular school curriculum is taught, there are special types of classroom organization, special teaching methods and techniques and special clinical-type diagnoses, procedures and practices. Since the classes are kept to a maximum of 15 or fewer children, the teacher can give individual attention and is free to let children progress in academic, social, emotional and physical endeavors at their own rate of development. If a teacher is an "experimentalist" at heart, a special class is the place where he should be.

Here he is free to work out new methods, new techniques and new ways of meeting the needs of children who have great difficulty in learning through conventional avenues.

Special classes for the mentally retarded are found in the public schools, in the state residential schools and in private schools. There are two general types of classes: Those for the Educable Mentally Retarded and those for the Trainable Mentally Retarded.

Classes for the educable mentally retarded differ from regular classes in that the enrollment is smaller, making possible more individualized instruction. Emphasis is upon the concrete development and practical application of reading, writing, arithmetic and social skills from a pre-vocational point of view. These children are capable of social-economical independence as adults, and special education programs must prepare them for such independence.

Classes for the trainable mentally retarded also have small enrollments. Very few of these children will become totally independent. Therefore, a totally different type of school curriculum is utilized for this group of the retarded. Instead of such subject matter as reading, writing and arithmetic, trainable children must be taught socialization skills (sharing, taking turns, getting along with others); self-help skills (feeding, dressing, caring for one's physical needs); and, when older, the practical skills (setting the table, dusting, ironing, etc.).

At present, there are more than 600 special classes for the retarded operating in the public schools of Indiana. Such classes are being established at the rate of 60-70 per year. During the next few years it is expected that the number of school systems desiring to operate special classes will multiply rapidly. At the present time only 20-30 graduates are available each year to fill these jobs. This dire shortage of teachers exists throughout the country.

FURTHER SOURCES OF INFORMATION -- TEACHING THE MENTALLY RETARDED:

1. Supervisor, Programs for the Mentally Retarded, Department of Public Instruction, Room 233 State House, Indianapolis 4, Indiana.

2. The Director of Special Education at any one of the following Indiana Colleges:

Ball State University Muncie, Indiana	Butler University Indianapolis, Indiana
Indiana State University Terre Haute, Indiana	Indiana University Bloomington, Indiana
St. Mary's College Notre Dame, Indiana	Purdue University Lafayette, Indiana

3. Executive Secretary, American Association on Mental Deficiency, 1601 West Broad Street, Columbus 16, Ohio.

4. Executive Secretary, Council for Exceptional Children, 1201 16 Street, N.W. Washington, D. C.

5. Indiana Association for Retarded Children, 216 English Foundation Building, 615 North Alabama Street, Indianapolis 4, Indiana.

6. Teachers of classes for the mentally retarded in public schools, private, or state residential schools for the retarded will be able to give you information and possibly provide opportunities for observation of their work.

7. Guidance counselors in your local high school.

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the physically handicapped

Physically handicapped children are those who are orthopedically handicapped or who have special health problems. Examples of handicapping conditions are: polio, cerebral palsy, arthritis, muscular dystrophy or other crippling diseases. The child with a special health problem may have a cardiac condition, a chronic illness, epilepsy or any one of a number of conditions which keep him from functioning as a normal child.

Approximately 5,500 of the school-age children in the State of Indiana have some type of physical handicap which is severe enough to necessitate special educational planning. Children who are physically handicapped are entitled to an education which will allow them to develop to their fullest potential.

Children who are physically handicapped are just like other children in many ways. However, because of their physical limitations, they must have certain adjustments made in their school programs if they are to receive the same quality of education that other children receive.

The teacher of the physically handicapped works very closely with other professional people -- teachers, administrators, physicians, nurses, psychologists and therapists -- to plan activities which will contribute to the child's ability to adjust to his handicap and his limitations.

Some children spend the entire day in the special classroom for physically handicapped children while others may go to a regular classroom in the school for part of their academic instruction. It is the responsibility of the teacher to organize the child's program so that he may take advantage of many experiences outside the special classroom.

The instructional part of the program for the physically handicapped follows the regular course of study as closely as possible.

The schools provide more than academic instruction for the physically handicapped child. In the special classes, the emphasis may shift at times from instruction to therapy and then back again. Physical therapy, occupational therapy, speech and hearing therapy, personal and vocational counseling, physical education and vocational training supplement the academic program.

It appears that the numbers of the physically handicapped are increasing rather rapidly as indicated in the most recent report of the National Society for Crippled Children and Adults. This report attributed this growth in numbers of crippled persons to three factors: Normal population growth, larger numbers of accidents

and medical advances which save victims of formerly fatal crippling diseases. If this advance continues, the need for teachers in this field will increase.

FURTHER SOURCES OF INFORMATION -- TEACHING THE PHYSICALLY HANDICAPPED:

1. Division of Special Education, Department of Public Instruction, Room 233 State House, Indianapolis 4, Indiana.

2. The Director of Special Education at any one of the following Indiana Universities:

   Ball State University
   Muncie, Indiana

   Indiana State University
   Terre Haute, Indiana

   Indiana University
   Bloomington, Indiana

3. Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C.

4. National Society for Crippled Children and Adults, Inc., 11 South LaSalle Street, Chicago 3, Illinois.

5. American Heart Association, Inc., 44 East 23rd Street, New York, New York.

6. Muscular Dystrophy Associations of America, Inc., 21 East 40th Street, New York, New York.

7. National Epilepsy League, 130 North Wills Street, Chicago, Illinois.

8. United Cerebral Palsy Associations, Inc., 369 Lexington Avenue, New York, New York.

9. Your local library will have further materials concerning the physically handicapped.

10. Your guidance counselor in your high school will assist you in learning more about the physically handicapped.

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the

hearing impaired

Many different terms are used in talking about people who have hearing impairments, and it is important to know something about these terms if you are considering a career in this area. Some hearing impaired people are <u>deaf</u> and others are <u>hard of hearing</u>. Individuals who are deaf are those whose hearing, to quote the words of a committee which worked on writing definitions of these problems, "is nonfunctional for the ordinary purpose of life." They may have

been born deaf or they may have lost their hearing at a later date, but an important point to remember is that the hearing impairment of the deaf is so severe that it has affected their language or their ability to communicate.

The hard of hearing are less severely handicapped since they can use their hearing for acquiring and using language, sometimes with the help of hearing aids and sometimes without. There are many degrees of hearing loss, and each person's problem must be approached in a different way.

Teachers of the deaf are trained to work with children who are so severely hearing impaired that they cannot hear the sound of other human voices. Therefore, they do not acquire language or speech as other children do. Teachers of deaf children teach these children to understand language, to speak and read lips so that they can communicate with others. During their professional training, teachers of the deaf learn to use special techniques and special auditory training equipment to help the deaf child achieve the ability to communicate. The acquisition of these communication skills is a difficult and slow process which usually continues throughout the child's entire school life. Once language has been acquired, the teacher of children who are deaf must teach all the basic school subjects which are taught to other children.

Teachers of the hard of hearing work in various ways. In general, they work with these children in much the same way as the teacher of the deaf. With the less severely impaired children they work with auditory training, with speech correction, with lip reading or with subject matter depending upon the child's needs.

Special requirements for the teachers of the deaf or of the hard of hearing include such courses as phonetics, auditory training, lip reading, teaching speech and language to the deaf, anatomy, teaching school subjects to the deaf and others. A knowledge of methods of teaching normal school children is an advantage to the teacher of deaf children.

Trained teachers of the deaf and hard of hearing work in public and private residential schools; in day schools and classes; in speech and hearing clinics which are located in colleges, universities and hospitals; and in private centers.

The need for personnel in these settings is great and there are many opportunities for a career in the area of the hearing impaired. In addition to the need for teachers to work directly with children, there is also a need for personnel in teacher training programs and in administration and research.

In Indiana, teachers of children who are deaf and hard of hearing are trained at Ball State University. Specific information can be obtained from the Director of Speech and Hearing Clinic at Ball State.

In addition there are many schools in other states where teachers of the deaf and hard of hearing are trained. A list of teacher training centers approved by the Conference of Executives of American Schools for the Deaf is available from the American Annals of the Deaf, Gallaudet College, Washington, D.C.

FURTHER SOURCES OF INFORMATION -- WORKING WITH THE HEARING IMPAIRED:

1. Division of Special Education, Department of Public Instruction, Room 233 State House, Indianapolis 4, Indiana.

2. Superintendent, Indiana School for the Deaf, 1200 East 42nd Street, Indianapolis, Indiana.

3. Director, Speech and Hearing Clinic, Ball State University, Muncie, Indiana.

4. Editor, American Annals of the Deaf, Gallaudet College, Washington, D. C.

5. Executive Secretary, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D. C.

6. Two bulletins -- Teachers of Children Who Are Deaf and Teachers of Children Who are Hard of Hearing -- are available from the Superintendent of Documents U. S. Government Printing Office, Washington, D. C., and provide further information about these areas.

7. Your local library will have materials concerning the deaf and hard of hearing.

8. The guidance counselor in your local high school.

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the visually limited

Visually limited children are like other children in many ways. They differ in that they possess varying degrees of impaired vision. Some children are totally blind. Others have some vision but not enough to put to functional use. Some have sufficient vision that it may be utilized as the major media for learning. Such children and adults are labeled in a variety of ways -- totally blind, partially seeing, visually handicapped.

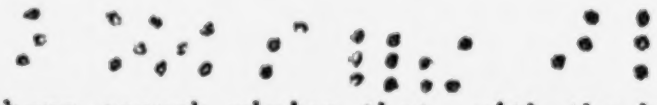
There are probably about 2,000 children in the State of Indiana who have some degree of visual impairment severe enough to handicap them educationally unless they have some special assistance.

Teachers of the visually limited teach these children the same curriculum that is taught to children who can see. However, they use different methods and special equipment or materials to teach this subject matter -- for example, Braille, large print books, low vision aids, recordings. Each child has his own special needs which must be met if he is to receive an adequate education.

The teacher of the visually limited must also teach some of the children mobility -- how to move about from one place to another without the assistance of a sighted person. She must guide the children into an understanding of their limitations and their abilities.

The teacher who works with such children will be constantly challenged to adapt her methods to the needs of these children with special problems.

Some visually limited children who are totally blind or who have very little residual vision must learn to use their fingers for reading. They must gain their education through the use of a system called Braille instead of by using printed books. Braille is a system in which a combination of raised dots represents letters and words. It looks like this:



Other children have enough vision that, with the help of glasses and other optical aids, they may be able to read books printed in a type which is larger than ordinary books. It looks like this:

18 point type

Some children may be able to read regular print with certain types of optical aids. In addition, visually limited children use records and tape recordings as well as having people read material to them.

Teachers engaged in working with the visually limited may work in residential schools, public or private schools.

Some of the earliest special education programs were the state residential schools for the blind. Here the children go to live and to be educated, going home only for weekends or holidays. Nearly every state has such a residential school.

In many school systems there are day classes for visually limited children. Children who are enrolled in these programs live at home and go to the same schools that seeing children attend.

There are also private schools, both day and residential, where visually limited children are educated. Individuals trained in this area are also needed in nursery schools, in college programs to train other teachers, in clinics and hospitals, in administration and in research.

Those who train to become teachers of the visually limited, in addition to learning how to teach normal children, will gain certain special skills and information--about visual impairments and their effect on children; how to teach braille; how to use special equipment; the psychological problems involved in visual handicaps; special ways to teach subject matter to the visually impaired.

There are no training programs for teachers of the visually limited in Indiana.

FURTHER SOURCES OF INFORMATION--TEACHING THE VISUALLY LIMITED:

1. Division of Special Education, Department of Public Instruction, Room 233 State House, Indianapolis, Indiana.

2. The American Association of Instructors of the Blind, 2363 South Spring Avenue, St. Louis 10, Missouri.

3. The American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

4. The National Society for the Prevention of Blindness, 16 East 40th Street, New York 16, New York.

5. Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C.

6. Office of Education, Education for Exceptional Children Branch, U.S. Department of Health, Education and Welfare, Washington, D.C.

7. Office of Vocational Rehabilitation, Division of Services for the Blind, Department of Health, Education and Welfare, Washington, D.C.

8. Your local library.

9. Teachers of the visually limited in your area.

10. The guidance counselor in your local high school.

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the speech and hearing impaired

Speech and hearing specialists are trained to work with individuals who are handicapped by impairments of language, speech or hearing. This group of individuals make up the largest percentage of the handicapped. Their problems range from slight to severe and include such disorders as those of faulty articulation (the inability to make certain sounds), stuttering, retarded language development, inadequate voices, inability to speak and others.

Speech and hearing specialists work in various settings -- elementary and secondary schools, rehabilitation centers, private agencies, college and university clinics, hospitals and residential schools. In addition to working directly with children and adults to provide diagnostic and therapeutic services, the person working in this field may be employed in training programs, administrative situations or research.

In the public schools the speech and hearing specialist usually travels to several schools working with a variety of types of problems either individually or in small groups. In addition, they work very closely with members of other professions -- doctors, nurses, educators, social workers and other individuals and agencies in the community who have an interest in the speech and hearing handicapped child.

A large number of those individuals who have speech and hearing problems, unless given proper attention, will continue through life seriously handicapped--emotionally, educationally and vocationally. Such a waste of human resources is unnecessary -- for these people can be helped through the services of trained speech and hearing specialists. Rewarding experiences await the person who takes part in programs directed toward the elimination or improvement of such

problems. By increasing the ability to speak or to use hearing more effectively, we not only enable the individual to communicate better, but we may help to increase his ability to learn, his earning power and the contribution he is able to make to the community.

Equally challenging is the constant quest for knowledge. In a profession as new as this there are many unanswered questions. The person who enters this field will discover many interesting experiences in experimental and research projects.

The opportunities are unlimited. Over the entire country there is an ever increasing demand for speech and hearing specialists to work in various types of situations. Many programs, both in public schools and clinics, are inactive because they have been unable to employ qualified personnel. It is probable that for many years to come there will be numerous job opportunities in this growing field.

WHY DO WE NEED SPEECH AND HEARING THERAPISTS

1. About 5 per cent (1.5 million) of the Nation's school children have seriously impaired speech and hearing.

2. Of these children only one out of five is receiving the needed remedial instruction.

3. Another 1.5 million adults are severely handicapped by various speech and hearing disorders.

4. In Indiana about 45,000 children enrolled in the public schools need speech and hearing therapy.

5. Another group nearly this large with less severe problems could profit from this remedial instruction if available.

6. Probably not more than 4,000 speech and hearing specialists are working at the present time in our Nation's public schools.

7. Approximately 20,000 specialists in speech and hearing would be needed in order to adequately meet the needs of speech and hearing handicapped children in the public schools of the Nation.

8. Another large group of specialists is needed in college, hospital and private clinics for training programs, administration and research.

FURTHER SOURCES OF INFORMATION--TEACHING THE SPEECH & HEARING IMPAIRED

1. Supervisor of Programs for Speech & Hearing, Division of Special Education, Department of Public Instruction, Room 233, State House, Indianapolis, Ind.

2. Director of Speech & Hearing Clinic at any one of the four state universities.

Ball State University
Muncie, Indiana

Indiana University
Bloomington, Indiana

Indiana State University
Terre Haute, Indiana

Purdue University
Lafayette, Indiana

3. Executive Secretary, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D. C.

4. A bulletin entitled Children with Speech and Hearing Impairment, available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. (price 20 cents), presents a complete discussion of the opportunities in this area.

5. Your local library will have further materials concerning speech and hearing problems.

6. Speech and Hearing Therapists working in public schools or clinics in your locality will be able to give you information and possibly provide opportunities for observation of their work.

7. The guidance counselor in your local high school.

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school psychology

There is a significant challenge for psychologists working in the schools since we know that one out of ten children presently enrolled in school is likely to require psychiatric or psychological attention during his lifetime. The opportunity for creative professional work is apparent since schools personnel have intimate contact with almost all of the nation's children. The potential is enormous when it is recognized how much learning and creative production children lose through hampering, if not debilitating, psychological stress. The challenge, therefore, is to bring out growing body of psychological insights to bear on the learning and emotional problems of children in their second major habitat -- the schools -- and to help create schools which are more powerful sources for developing positive mental well-being, not merely adjustment to a frequently less than optimum society.

Why are psychologists and psychometrists being employed in ever increasing numbers to perform a rapidly expanding array of services?

Historically, these positions emerged because it has been and continues to be necessary for a qualified examiner tc diagnose and certify children for placement in special classes for the retarded and gifted. But more recently, the emphasis has shifted toward additional functions requiring breadth and depth of training. The skills and knowledge possessed by a well-trained psychologist are useful in educational decision-making and problem-solving. Psychologists have become important members of the educational enterprise and are constantly seeking new, and better ways to utilize psychological principles in productive school learning for all children.

Since the demand is so great and the professionals so few, there are increasing opportunities for persons who are interested in and qualified for a career in school psychology to obtain financial assistance for advanced graduate study.

What services does a school psychologist offer? Brief examples of ways in which psychologists work in schools are:

1. Conduct in-service training of teachers about such topics as: motivation for learning; increased understanding of children; group behavior.

2. Encourage and help to plan: group testing programs, screening and early recognition of the handicapped and disturbed.

3. Work with individual pupils by: helping to diagnose educational deficits and emotional handicaps, including recommending procedures to alleviate learning difficulties.

4. Consult with all school personnel concerning the psychological knowledge pertinent to particular problems such as: school dropouts, learning and motivation, emotionally disturbed children.

5. Design evaluative procedures for curriculum changes so as to assess the efficacy of the proposed changes.

6. Research: encourage research activity; provide consultative services; conduct research projects; disseminate appropriate research findings.

FURTHER SOURCES OF INFORMATION--SCHOOL PSYCHOLOGY

1. Chairman, Committee on School Psychology, Indiana University, University Schools Clinic Complex, Bloomington, Indiana.

2. Chairman, Department of Education, Psychology and Special Education, Ball State University, Muncie, Indiana.

3. Director, Psychology Department, Butler University, Indianapolis, Indiana.

4. Chairman, Department of Psychology, Purdue University, W. Lafayette, Ind.

5. Chairman, Department of Special Education, Indiana State University, Terre Haute, Indiana.

6. Director, Division of Special Education, Department of Public Instruction, Room 233 State House, Indianapolis, Indiana.

7. Executive Secretary, American Psychological Association, 1333 16th Street, N.W., Washington, D. C.

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physical and occupational therapy

Physical therapists and occupational therapists work with teachers and administrators in programs of treatment, exercise, creative and manual activities

which are aimed at the physical, emotional and social development of the physically handicapped. Individuals engaged in these professions work only upon the direction of the physician and are an important part of the total program of special education.

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occupational therapy

Occupational therapy is treatment through activity. It is a means of returning a patient to health through stimulating his own efforts, interests and will. Just as work and play contribute to the well being of a healthy person, they become even more vital when illness or injury exist. Often through the stimulus of mental and physical activity a patient's abilities can be regained or improved.

The occupational therapist is an important member of the health team which is composed of the physician, the nurse, the social worker, the psychologist, the physical therapist and others. The restorative program planned and carried out by this team working in close collaboration is the process of rehabilitation.

Occupational therapy, as it is employed in the prevention and treatment of disease and disability, makes use of creative and manual arts, recreation and educational activities, prevocational and self-help pursuits. These activities are directed toward meeting the specific needs and problems of the individual patient. Occupations prescribed as exercise serve to restore strength and motion to muscles and joints, while other more creative activities are used to assist in the mental and emotional adjustment of the patient. Using adaptations of equipment and special techniques for performing everyday activities, the therapist helps the severely disabled patient toward independence in his daily life.

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physical therapy

Physical therapists function with other members of allied medical professions under the direction of a physician to assist those suffering from illness and disability in regaining physical function. This is accomplished through the use of massage, exercise and physical agents such as heat, light, water and electricity. The physical therapist can administer heat, light or electric current by means of ultra violet and infra red lamps, low voltage generators and short wave diathermy. Other forms of heat can be administered through the use of whirlpool and contrast baths, moist packs and compresses.

There are various kinds of therapeutic exercises used in the treatment of patients to improve muscle strength, coordination and functional activities. Instruction is given in the use of artificial limbs, braces, crutches and other

assistive devices.

A very important function of the physical therapist is that of teaching. He teachers the patient, the family of the patient, allied professional personnel, and frequently physical therapy students. He may have opportunities to improvise and devise equipment , to teach methods of improving home equipment to further treatment objectives and to teach proper methods of lifting, maneuvering patients in wheel chairs, etc. He frequently teachers someone in the patient's home to carry on selected aspects of treatment.

FURTHER SOURCES OF INFORMATION--PHYSICAL THERAPY AND OCCUPATIONAL THERAPY

Indiana University Medical Center, 1100 West Michigan Street, Indianapolis, Ind.

American Occupational Therapy Association, 250 West 57 Street, New York, N. Y.

American Physical Therapy Asscciation

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the
emotionally disturbed

There is an increasing awareness of mental health problems, the loss of human services to society, the anguish suffered by families with emotionally disturbed children and of the child himself, a picture of despair and frustration. As this awareness increasses the critical shortage of psychiatrists, psychologists and social workers is evident.

In an effort to aid in the flight for mental health, educators are viewed as a source of personnel with certain skills, innate and learned that may aid in the therapeutic program for an emotionally disturbed child.

Children with emotional handicaps may be hyperactive, aggressive, moody, have temper tamtrums or they may be quiet, withdrawn and depressed. These children may demonstrate underlying emotional problems in a variety of ways and in varying degrees.

Children who demonstrate an inability to learn which cannot be explained by intellectual factors, who demonstrate an inability to develop satisfactory interpersonal relationships, who exhibit inappropriate types of behavior in normal situations, who are subject to persistent moods of depression and the development of physical symptoms related to stress and pressures may be tentatively id identified as emotionally handicapped. Emotionally disturbed children will exhibit one or more of these symptoms to a marked degree and for an extended period of time.

The united States Office of Education says that 2% of our school population is a minimal estimate of emotionally disturbed children who require special educational provisions. Using this percentage, 22,000 school-age children in Indiana need special attention. Surveys and statistics made in Indiana by various groups and agencies indicate an even larger number of children that are emotionally disturbed.

Public school programs for the emotionally disturbed are based upon the philosophy that a close relationship with a skilled teacher is emotionally and academically therapeutic. The needs of these children will best be met when the teacher is warm, accepting and skilled in methods of instruction.

Most frequently, this philosophy is applied in a special class for five to ten children. The number varies depending upon grouping policies. Six to eight students is the most common in Indiana. Another possible service is the "resource" room, a room which children may move to from the regular class for relief from normal classroom pressures. Yet, another service is an itinerant teacher. The child remains in the classroom and is seen by the itinerant teacher on a regular basis for an individual contact and remedial work.

Teachers of the emotionally disturbed have varied and broad backgrounds, but with one unifying characteristic. Each has innate personal characteristics that enable children to be drawn to them with respect.

In the teacher training process, individuals will receive in addition to normal elementary teacher training, supplemental training in special education, psychology and possibly sociology.

FURTHER SOURCES OF INFORMATION--TEACHING THE EMOTIONALLY DISTURBED

1. Division of Special Education, Room 233 State House, Indianapolis, Indiana.
2. Director of Special Education at:

   Indiana University
   Bloomington, Indiana

   Indiana State University
   Terre Haute, Indiana

3. Indiana Department of Mental Health, 1315 West 10th Street, Indianapolis, Indiana.
4. Indiana Association for Mental Health, 615 North Alabama Street, Indianapolis, Indiana.
5. Local mental health clinics.

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administration and supervision

There is opportunity for continued advancement in Special Education. Not only are teachers and therapists needed, but there is a great need for directors and supervisors of Special Education programs in the public schools.

A person with good fundamental training in Special Education, the ambition to advance himself, and the personal qualifications for leadership could, by the completion of advanced work and by presenting evidence of successful experience in the field, qualify for a position of this type.

college teaching

The need for Special Education personnel extends into the college and univsersity level. Teacher training, research and clinical work are only a few of the areas open to those who have the ability and the desire to work in this particular setting.

CONCLUSION

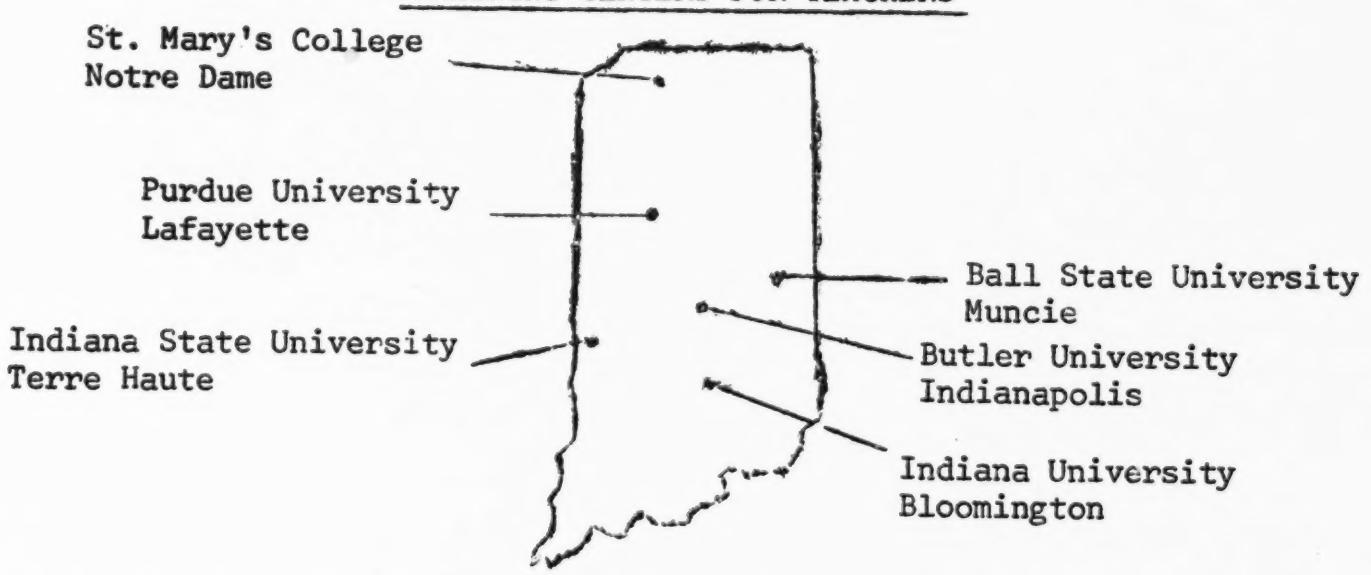
This has been a very brief description of special education. You may have been attracted by some of the unique advantages and qualities of this program. If you desire further information concerning college training in special education, you should write to the Department of Special Education, Psychology, or Speech and Hearing Therapy (depending upon the area of your interest) at the State colleges and universities or to the private college of your choice.

General information concerning special education in Indiana may be obtained by writing to:

Division of Special Education
Department of Public Instruction
Room 233 State House
Indianapolis 4, Indiana

Special education personnel or the guidance counselor in your local school corporation may be able to give you information about this field or make it possible for you to observe some special education programs.

TRAINING CENTERS FOR TEACHERS



SPECIAL EDUCATION HAS A GREAT FUTURE
WHY NOT BE PART OF IT?

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